

# Examples of the Standards for Students' Writing

## Social Studies 30 Part A: Written Response

From the January 2008 Diploma Examination

This document was written primarily for:

Students	✓
Teachers	✓
Administrators	✓
Parents	✓
General Public	✓
Others	



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## *Acknowledgements*

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We would be pleased to hear from you.

## ***Introduction***

The written responses in this document are examples of Social Studies 30 diploma examination writing that received scores of *Satisfactory* (S), *Proficient* (Pf), and *Excellent* (E). These example responses are taken from the January 2008 Social Studies 30 Diploma Examination. Along with the commentaries that accompany them, they should help you and your students to understand the standards for Social Studies 30 diploma examination writing in relation to the scoring criteria.

The purpose of the example responses is to illustrate the standards that both governed the January 2008 marking session as well as anchored similar example responses that were selected for subsequent marking sessions in 2008. The example responses and the commentaries were also used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of the individual student's work and the criteria.

These example responses represent a small sample of how students successfully approached the assignments.

## ***Selection and Use of Example Papers***

The teachers on the Standards Confirmation Committee for the January 2008 marking session selected the examples of student papers included here. They also wrote the commentaries that discuss the students' writing in terms of the scoring criteria.

During their preparation for the marking session, group leaders (teachers specially selected to assist Learner Assessment staff during the marking session) reviewed and validated the standards represented by these example papers. Group leaders then used these example papers for training the teachers who marked the written-response sections of the January 2008 Social Studies 30 Diploma Examination.

## ***Cautions***

### **1. The commentaries are brief.**

The commentaries were written for groups of markers to discuss and then to apply during the marking session. Although brief, they provide a model for relating specific examples from student writing to the details in a specific scoring criterion.

**2. Neither the scoring guide nor the assignments are meant to limit students to a single organizational or rhetorical approach in completing any diploma examination assignment.**

Students must be free to select and organize their materials in a manner that they feel will enable them to best present their ideas. In fact, part of what is being assessed is the final effectiveness of the content, as well as the organizational and rhetorical choices that students make.

The examples of student writing in this document illustrate **just a few of the many** organizational and rhetorical strategies used successfully by students in January 2008.

We strongly recommend that you caution your students that there is **no preferred approach** to an assignment except the one that best accomplishes the individual student's goal of effectively communicating his or her own ideas about the topic.

We advise you not to draw any conclusions about common patterns of approach taken by students.

**3. The example papers presented in this document must not be used as models for instructional purposes.**

Because these example papers are illustrations only, and because they are example responses to a set topic, students must be cautioned not to memorize the content of any of these assignments and not to use them either when completing classroom assignments or when writing future diploma examinations. Examination markers and staff at Alberta Education take any hint of plagiarism or cheating extremely seriously. The consequences for students are grave.

The **approaches** taken by students at the *standard of excellence* are what other students should consider emulating, not their words or ideas. In fact, it is hoped that the variety of approaches presented here inspires students to take risks—to experiment with diction, syntax, and organization as a way to develop an individual style and to engage the reader in ideas that the student has considered.

**4. It is essential that you consider each of these examples of student writing within the constraints of the examination situation.**

Under examination conditions, students produce **first draft writing**. Given more time and access to appropriate resources, students would be expected to produce papers of considerably improved quality, particularly in the dimension of Quality of Language and Expression.

***Social Studies 30 January 2008***  
***Written-Response Assignments***

Write an essay on **one** of the following topics. Be sure to indicate your choice of topic in the space provided on the back cover.

*Topic A*

Some people believe that governments should have the power to restrict civil rights during crisis situations. Others believe that there are no circumstances under which the suspension of civil rights is justifiable.

**Should governments have the power to restrict civil rights during crisis situations?**

In your essay, take and defend a position on this issue.

**Or**

*Topic B*

Some people believe that the international community should use military force in response to the actions of aggressor nations. Others believe that the international community should use non-military actions in response to the actions of aggressor nations.

**To what extent should military force be used against aggressor nations?**

In your essay, take and defend a position on this issue.

***Reminders for Writing***

- **Plan** your essay.
- **Focus** on the issue under discussion.
- **Establish** a clear position or thesis that will direct and unify your essay.
- **Organize** your essay in a manner that will best allow you to defend your position.
- **Defend** your position by using supportive and specific evidence drawn from your knowledge of social studies.
- **Edit** and **proofread** your writing.



## *Examples of Students' Writing with Teachers' Commentaries*

Social Studies 30, January 2008

Topic A Essay Assignment Responses

Example Scored Satisfactory (S)

~~Governments shouldn't~~ Should governments have the ~~right~~ to power to restrict rights during crisis situations? In a fascist regime, the people have no choice in the matter. Same with a Communist government, the people have to go along with whatever the gov ~~and~~ dictates. Having stated that, in a democratic gov. they don't have the power because the power belongs to the people. Sometimes this isn't always true; the Homeland Security Act is a prime example of how the gov took away their nations civil rights. In any crisis the gouv shouldn't have the power to remove the civil rights of its people.

In Hitler's fascist Germany, he took away the civil rights of the people, especially the Jews. He declared that the Jewish peoples of Germany were the reason that the country was in a state of poverty; why Germany couldn't get out of the depression. Even though the main reason Germany was suffering was because of the Treaty of Versailles, Hitler took away every

civil liberty from the Jews. They weren't allowed to own property or hold positions of power. They had to wear David's Star on their jackets to let everyone know they were Jewish. It reduced them to a state where they were the ~~the~~ embarrassment of the entire country. They were the Uncle who gets drunk at the Christmas party and goes streaking. In order for Hitler to get rid of this "problem" he took away what little freedoms and rights they had left and sent them to the concentration camps. Where they were starved, beaten, tortured, ~~worked~~ forced to work, and eventually it led to their demise. All this happened because Hitler said that it was an emergency. He ~~believed~~ believed that the Jews needed to be eradicated in order for the crisis (the depression) to end. In this fascist state no one had a choice about anything. Hitler and his Nazis took away the rights of the Jews and the rest of the common people. ~~It~~ It didn't matter what anyone said because if they tried to speak out they were sent to the work camps. This government had all the power it needed to degrade the rights and liberties of the people.

On the opposite side of the scale, a democratic gov. shouldn't have the power to take away people's rights, that is, in theory. The power belongs to the people not the government. In Canada one such crisis was the FLQ crisis. The gov. deemed it so important to find the terrorists that they took away the people's liberties and civil rights. Regardless of what a true democracy is. If the gov. had held a plebiscite and asked the people if they thought taking away a few of their rights was acceptable in order to find the terrorists. The gov. did no such thing and went along with what it thought was right. This sounds more similar to a fascist gov. where the people need to be led around by the ~~strong right leader~~ perpetually-right leader. The gov. went too far in this scenario. They never should have taken away anyone's rights if they truly were a democracy. The power corrupts them and they become "the one saving grace" of their nation. Only the people get the power and if they think it ~~is~~ imperative that their rights be removed then it ~~is~~ is permitted.



Social Studies 30, January 2008  
Topic A Essay Assignment Responses  
Example Scored Satisfactory (S) (continued)

Another ~~case~~ of a democratic government turning neo-fascist, that is still occurring today is the 9/11 ~~issue~~ issue. After the "terrorist" attack on the World Trade Centre, the gov ~~is~~ added to all the discord with their continual attacks of verbal rubbish. The War on Terror and the terrorists. In light of all this the government implemented the Homeland Security Act. Most people are only now coming to realize what this is. With the Homeland Security Act, your home, car, any of your private property may be searched without warrant. You can be detained for 48 hours without cause or reason all in the search of terrorists. The alleged torture tapes, the illegal wire taps, ~~the~~ the invasion of privacy. The gov can do all this and more. The Bush administration created their own power. All they had to do was implement the fear and watch as the crisis turned nation-scale. Everyone was so afraid of the terrorists ~~so~~ that they allowed the gov to pass through the Homeland Security Act and they had no notion of what it was. The government never should've been able to pass this act. It was a direct violation of the people's rights.

Social Studies 30, January 2008

Topic A Essay Assignment Responses

Example Scored Satisfactory (S) (continued)

Governments shouldn't be able to ~~remove~~ remove people's civil rights in the event of a crisis. Even if it's for a short period of time. ~~People~~ In a democracy it's all people (majority) power. The gov has to go along with what the people want. It doesn't matter ~~& what~~ what a crisis is unfolding, no gov should have the power to ~~stamp~~ stamp out the civil rights of its people.

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**Social Studies 30 January 2008**  
**Topic A**

**EXAMPLE PAPER—Satisfactory**

SCORING CRITERIA	RATIONALE	SCORE
<p><b>Exploration of the Issue</b></p> <ul style="list-style-type: none"> <li>• The exploration of the issue is straightforward and conventional.</li> <li>• An adequate but often generalized discussion of the significance of the issue and its complexity is developed.</li> <li>• The context established reflects a generally clear understanding of the issue.</li> </ul>	<p>The writer provides a straightforward and conventional exploration of the issue, for example, “In a fascist regime, the people have no choice in the matter. Same with a communist government, the people have to go along with whatever the gov dictates.” (p. 1) and “On the opposite side of the scale, a democratic gov. shouldn’t have the power to take away people’s rights, that is, in theory.” (p. 3)</p> <p>The context established reflects a generally clear understanding of the issue.</p>	<p><b>S</b></p>
<p><b>Defence of Position</b></p> <ul style="list-style-type: none"> <li>• The defence of position is based on one or more adequate arguments.</li> <li>• Although the argument(s) are generally sound, they may be lacking in persuasiveness and consistency.</li> <li>• The evidence chosen adequately supports the argument(s) given and the position taken.</li> <li>• The relationship between the position, argument(s), and evidence is generally established.</li> </ul>	<p>The writer’s position that “Governments shouldn’t be able to remove people’s civil rights in the event of a crisis. Even if it’s for a short period of time” (p. 5) is based on one or more adequate arguments.</p> <p>The evidence chosen adequately supports the argument given and the position taken, for example, “Hitler and his Nazi’s took away the rights of the Jews and the rest of the common people. It didn’t matter what anyone said because if they tried to speak out they were sent to the work camps.” (p. 2)</p>	<p><b>S</b></p>

Topic A Essay Paper—Satisfactory (S) (Continued)

<p><b>Quality of Examples</b></p> <ul style="list-style-type: none"> <li>• The example(s) selected reveal an adequate understanding of content and its application to the assigned issue.</li> <li>• The example(s) are relevant but may contain some minor conceptual errors, or there may be a mixture of relevant and extraneous information.</li> <li>• Understanding of social studies content is generalized rather than specific.</li> </ul>	<p>The examples selected reveal an adequate understanding of content and its application to the assigned issue, for example, “With the Homeland Security Act, your home, car, any of your private property may be searched without warrant. You can be detained for 48 hours without cause or reason all in the search of terrorists.” (p. 4)</p> <p>Understanding of social studies content is generalized rather than specific, for example, “In Canada one such crisis was the FLQ crisis. The gov deemed it so important to find the terrorists that they took away the people’s liberties and civil rights.” (p. 3)</p>	<p><b>S</b></p>
<p><b>Quality of Language and Expression</b></p> <ul style="list-style-type: none"> <li>• The writing is clear.</li> <li>• The writing is ordered in such a way that the argument(s) are generally identifiable.</li> <li>• Vocabulary is adequate but tends to be general rather than specific.</li> <li>• Syntax is generally straightforward.</li> <li>• Despite minor errors, the writer maintains control of conventions.</li> </ul>	<p>The writing is clear, for example, “All this happened because Hitler said that it was an emergency. He believed that the Jews needed to be eradicated in order for the crisis (the depression) to end.” (p. 2)</p> <p>Syntax is generally straightforward, for example, “The government never should’ve been able to pass this act. It was a direct violation of the people’s rights.” (p. 4)</p>	<p><b>S</b></p>

## ***Examples of Students' Writing with Teachers' Commentaries***

**Social Studies 30, January 2008**

**Topic A Essay Assignment Responses**

**Example Scored Proficient (Pf)**

### **A Balance Between Rights and Security**

"Any man who would trade a little freedom for a little security deserves neither, and shall lose both."-Thomas Jefferson. It was principles like these that brought about the nation of America, however in the modern world, security outweighs the importance of civil liberties. Some believe that in order for nations to exist it is the duty of governments to suspend individual rights, such as the former Union of Soviet Socialist Republics (U.S.S.R.). Others feel that in no situation, should the government have the power to restrict civil rights, such as in the capitalist pre-1920's America. Still more think that in certain situations of national security or crisis situations, the government should have the option to suspend individual rights, as witnessed in present-day America. In order to preserve security during a crisis, it is the responsibility of the government to withhold civil liberties to the extent of monitoring movement through curfews, but not to the extent of imprisonment. When rights are taken away the people must obey, but also maintain their right to their civil liberties, to a certain extent governments have the obligation to limit rights in a time of crises, and in no way does complete control of the people produce a lasting government. When an emergency is born, the governing body must pursue the origin, even through the restriction of civil rights.

The citizens of any nation must be willing to give up their rights during a crisis, but also just as willing to take them back after the situation is over. The manner in which Hitler came to power, through the passing of the enabling act, gave him the responsibility

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**Social Studies 30, January 2008**  
**Topic A Essay Assignment Responses**  
**Example Scored Proficient (Pf) *(continued)***

to return power after the crisis. When the power was not returned, the obligation to regain it fell on the people. In effect the citizens must be willing to give up their rights, but also be ready to fight to maintain them. In Canada the War Measures Act gives the government the power to restrict civil liberties, something that must be allowed to happen by the people, however if the ruling party does not return power the people must demand their rights back. Canada also has a law which allows the governing party to postpone an election during war time; the people temporarily give up their right to regular elections, but gain the stability of not having a changing of rule during a time of war. The balance of power in any democracy lies with the people, but in some situations, rights must be surrendered for the preservation of national security.

Countries like the United States of America (U.S.A.) were founded upon the belief that everyone should be guaranteed certain rights. However many western nations have been forced to restrict individual rights during times of emergency. All through World War II (WWII) the nations involved suspended civil liberties in order to maintain national control. In many European nations, ration cards had to be used in order to limit to consumption of food so that more could be used for the army. Also coming out of the WWII time period was the practice of enforcing curfews, and the elimination of lighting in British cities at night to avoid bombing. During the 1960's in Canada when the Front du Liberation du Quebec (F.L.Q.) was committing terrorist acts the War Measures Act was used which allowed the government to restrict civil rights, which lead to the end of the crisis. Some would say that in no way should a nation's government have the power

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**Social Studies 30, January 2008**  
**Topic A Essay Assignment Responses**  
**Example Scored Proficient (Pf) *(continued)***

or groups can lead to the saving of innocent lives, such restrictions can be justified. Just after the world trade center attacks, the government grounded all flights, in effect restricting ones right to mobility, a justifiable action considering what had taken place. After a crisis takes place, a governing body is justified in limiting the citizen's rights in order to protect the nation.

Although some situations call for the exemption of rights, a total suspension, for a long period of time is rarely necessary and seldom successful. In the former U.S.S.R. all civil rights were stripped of the people. The government decided who could travel and where, what could be sold, and what could be said. As seen through the breakup of the former Soviet Union, these tactics ultimately failed because the people began to demand their rights. Some would argue that countries like China have managed to remain in power for decades through the complete restriction of civil rights, however in recent years the country has been forced to allow foreign markets in, in order to rejuvenate a stagnant economy. It is also, when all rights are stripped from the public, that some of the largest abuses of power take place. In Nazi Germany, complete control of day to day life was asserted over the citizens, the restriction of rights spread to the segregation of the Jewish people, limiting their mobility rights. What began as minor usurping of liberties lead to the largest tragedy of the 20<sup>th</sup> century, the holocaust. More recently, the suspension of civil rights of those suspected of being involved in terrorist activities has lead to the abuse of power in the American prison in Guantanamo Bay. Because the civil liberties of the prisoners were completely taken away, the climate for abuse was set. The only time when a government is destined to fail, is when it denies the rights of its people.

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**Social Studies 30, January 2008**  
**Topic A Essay Assignment Responses**  
**Example Scored Proficient (Pf) *(continued)***

When a nation falls into an emergency, the government must have the option of restricting civil rights. In Canada such tactics have been used to end the F.L.Q crisis, however, power must be returned to the people after the emergency. As the world becomes more global, the possibility of disasters, emergencies, and crises increase. With the threat of nuclear attacks and terrorism looming over the world, governments must be ready to do what is needed to preserve their country, even if it means going against their deepest principles. Although the future may hold world peace, to some extent governments must always have the power to restrict civil rights, and with that avoid further crisis in a time of emergency.

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**Social Studies 30 January 2008**  
**Topic A**

**EXAMPLE PAPER—Proficient**

SCORING CRITERIA	RATIONALE	SCORE
<p><b>Exploration of the Issue</b></p> <ul style="list-style-type: none"> <li>• The exploration of the issue is clear and adept.</li> <li>• A competent discussion of the significance of the issue and its complexity is capably developed.</li> <li>• The context established reflects a sound understanding of the issue.</li> </ul>	<p>A competent discussion of the significance of the issue and its complexity is capably developed, for example, “In effect the citizens must be willing to give up their rights, but also be ready to fight to maintain them.” (p. 2)</p> <p>The context established reflects a sound understanding of the issue, for example, “The balance of power in any democracy lies with the people, but in some situations, rights must be surrendered for the preservation of national security.” (p. 2)</p>	<b>Pf</b>
<p><b>Defence of Position</b></p> <ul style="list-style-type: none"> <li>• The defence of position is based on one or more sound arguments.</li> <li>• The argument(s) presented are logical and competently developed.</li> <li>• The evidence chosen is appropriate and serves to support the argument(s) given and the position taken.</li> <li>• A clear relationship is established between the position, argument(s), and evidence.</li> </ul>	<p>The writer’s position that “When an emergency is born, the governing body must pursue the origin, even through the restriction of civil rights” (p. 1) is based on one or more sound arguments.</p> <p>The arguments presented are logical and competently developed, for example, “After a crisis takes place, a governing body is justified in limiting the citizen’s rights in order to protect the nation.” (p. 3)</p> <p>A clear relationship is established between the position, arguments, and evidence, for example, “Just after the world trade center attacks, the government grounded all flights, in effect restricting ones right to mobility, a justifiable action considering what had taken place.” (p. 3)</p>	<b>Pf</b>

Topic A Example Paper—Proficient (Continued)

<p><b>Quality of Examples</b></p> <ul style="list-style-type: none"> <li>• The example(s) selected are purposeful and usually specific, and reveal a competent understanding of content and its application to the assigned issue.</li> <li>• The example(s) are relevant and accurate, indicating a solid grasp of social studies content.</li> </ul>	<p>The examples selected are purposeful and usually specific, and reveal a competent understanding of the content and its application to the assigned issue, for example, “Also coming out of the WWII time period was the practice of enforcing curfews, and the eliminations of lighting in British cities at night to avoid bombing. During the 1960’s in Canada when the Front du Liberation du Quebec (F.L.Q.) was committing terrorist acts the War Measures Act was used which allowed the government to restrict civil rights, which lead to the end of the crisis.” (p. 2)</p>	<p><b>Pf</b></p>
<p><b>Quality of Language and Expression</b></p> <ul style="list-style-type: none"> <li>• The writing is clear and fluent.</li> <li>• The writing is ordered in such a way that the argument(s) are clearly discernible.</li> <li>• Vocabulary is appropriate and specific.</li> <li>• Syntax is controlled.</li> <li>• Minor errors do not reduce the clarity of communication.</li> </ul>	<p>The writing is clear and fluent, for example, “With the threat of nuclear attacks and terrorism looming over the world, governments must be ready to do what is needed to preserve their country, even if it means going against their deepest principles.” (p. 4)</p> <p>Syntax is controlled, for example, “The citizens of any nation must be willing to give up their rights during a crisis, but also just as willing to take them back after the situation is over.” (p. 1)</p> <p>Minor errors do not reduce the clarity of communication.</p>	<p><b>Pf</b></p>

## *Examples of Students' Writing with Teachers' Commentaries*

Social Studies 30, January 2008  
Topic A Essay Assignment Responses  
Example Scored Excellent (E)

### **Should governments have the power to restrict civil rights during crisis situations?**

During times of crisis, governments are under immense pressure to resolve said crisis as quickly and efficiently as possible. This is especially true when the government itself feels threatened. Often, the quickest way to prevent potential calamity is to restrict civil rights while the government seeks out the ones behind the crisis and attempts to prevent future disaster. While solving a crisis as quickly as possible and restricting civil rights in order to accomplish this is certainly understandable and, in fact, may be necessary at times, it does not always justify the restriction of the rights of citizens. Governments should not have the power to restrict civil rights unless there is just cause.

In October 1970 a group of terrorists known as the Front de Liberation de Quebec (FLQ) kidnapped the British Minister of Trade to Canada, Mr. Cross, and a popular Quebec cabinet minister, Mr. Laporte. The FLQ were separatists who, until the kidnappings, had attempted to achieve their aims through a series of bombings in Quebec. The kidnapping of two important political figures sent Canada and its government into a state of crisis. The federal government, under Pierre Trudeau, instituted the War Measures Act in an effort to catch the FLQ, or, at least, prevent them from committing other acts of terrorism. The War Measures Act gave the government the power to call in the army, impose a curfew upon the nation, and arrest people without charges. While this was undoubtedly a suspension of civil rights and resulted in the arrest of several hundred people, of whom only a few were members of the FLQ, most Canadians supported the Act. They were willing to give up some of their rights in a time of emergency to aid in the prevention of further calamities. Indeed, it may be argued that

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**Social Studies 30, January 2008**  
**Topic A Essay Assignment Responses**  
**Example Scored Excellent (E) (*continued*)**

the War Measures Act prevented further kidnappings and bombings. Several days after he had been kidnapped, Laporte was found murdered in the trunk of a car. Cross was rescued from an FLQ cell several months later. The government had learned of his location by promising to allow the FLQ members who revealed the location free passage abroad. Cross' captors were found guilty of various charges and imprisoned. The War Measures act was rescinded in 1971. While the federal government's reaction to the FLQ crisis was understandable and was supported by the majority of Canadians, the arrest of hundreds of innocent Canadians is hard to reconcile.

The implementation of limitations on civil rights during the FLQ crisis was reasonable because there was a genuine threat to national security. The Canadian People understood this and, as such, did not, for the most part, mind the restrictions placed on them. While using the War Measures Act to arrest several hundred Canadians, who were released after a short period of time, during a national crisis may be justified, the usage of the same act to intern or deport thousands of innocent Canadian citizens due to a potential threat to national sovereignty cannot be defended. Such an event occurred when the Canadian government interned and deported Japanese Canadians during World War II.

Between the later part of the 19<sup>th</sup> century and the first four decades of the 20<sup>th</sup> century, thousands of Japanese people immigrated to Canada's west coast. They became Canadian citizens, found jobs, established homes and communities, and had children. During World War II Canada and Japan were on opposing sides. Canada began to fear, especially after the Japanese attack on Pearl Harbour in December of 1941, that Japan



**Social Studies 30, January 2008**  
**Topic A Essay Assignment Responses**  
**Example Scored Excellent (E) *(continued)***

might attempt to invade China. They, falsely, assumed that, should such an invasion occur, the invaders would be aided by the Japanese Canadians. As such, the Canadian government, using the War Measures Act, forced all Japanese men living in British Colombia to move to internment camps in the interior. If the men refused to comply they were deported to Japan, despite the fact that many of them were Canadian citizens who had never been to Japan and did not necessarily speak the language. As the war continued, Japanese women and children were forced into the camps and the homes and possessions of Japanese Canadians were seized by the government and sold. The owners of the goods and properties in question received little or none of the profits. As the war with Japan wore on, the federal government decided that the interior of British Colombia was still too close to the Pacific coast and moved the Japanese Canadians to other internment camps east of the Rocky Mountains. The edicts imposed upon the Japanese Canadians by the War Measures Act were not completely repealed until 1949.

Canada was at war with a country which was known for invading other nations. As such, it is understandable that they should fear invasion. However, this in no way justifies the racial profiling and vast civil rights violations which Japanese Canadians endured. Discrimination against certain demographics is not only foolish, but it breeds opens the door to other forms of discrimination. Governments walk a fine line between national security and protecting their own citizens. In the case of the internment of Japanese Canadians, they were unable to keep their balance.

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**Social Studies 30, January 2008**  
**Topic A Essay Assignment Responses**  
**Example Scored Excellent (E) *(continued)***

Canada is not the only country to abuse the civil rights of specific groups of people in a misguided attempt to preserve national security and prevent a crisis. The American government's use of McCarthyism was an exceedingly corrupt and foolish attempt to prevent communism from taking over the United States. In 1950 the Cold War was beginning. The American government, and the citizenry too, were afraid that communists would infiltrate the bureaucracy and eventually take over the nation. To this end, Senator Joseph McCarthy (a Republican from Wisconsin) was put in charge of a Senate committee with the task of seeking out suspected communists among American civil servants. McCarthy accused not only civil servants, but his political rivals and groups of people who he did not approve of (librarians, professors, clergy, and people in Hollywood to name a few) of communism. Many people were unfairly arrested; more were put on a "black list" of suspected communist sympathisers which made it very hard for them to find work. Most of McCarthy's accusations were unsubstantiated, made merely because he disliked the people involved. Eventually McCarthy went too far and targeted a high ranking member of the military. It was at this point that President Truman removed a disgraced McCarthy from his seat on the committee. Thus, the McCarthyism, for the most part, came to an end.

McCarthyism exacerbated a climate of paranoia. Not only did the citizens of the United States fear that communists might take over the country, but that they themselves might be accused of communist sympathies and be arrested or blacklisted. The American government restricted civil rights because of fear and, due to this fear, McCarthy came to power. McCarthy discriminated against people and targeted specific groups because he

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**Social Studies 30, January 2008**  
**Topic A Essay Assignment Responses**  
**Example Scored Excellent (E) *(continued)***

disliked them, not because they were a threat. In its fear of communism, the American government allowed its citizens civil rights to be abused. Worries are not justification for the limitation of civil rights.

While crises result in the need for quick and decisive action, these actions should not include the restriction of civil rights beyond what is absolutely necessary. When it is essential that civil rights be constrained, governments must ensure that they do not discriminate against specific groups. Nor is it justifiable to restrict civil rights out of a trepidation that something may happen. Such fears are often irrational and should not result in the abuse of the rights of a nation's citizens. Governments should not have the power to restrict human rights unless there is just cause.

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**Social Studies 30 January 2008**  
**Topic A**

**EXAMPLE PAPER—Excellent**

SCORING CRITERIA	RATIONALE	SCORE
<p><b>Exploration of the Issue</b></p> <ul style="list-style-type: none"> <li>• The exploration of the issue is insightful and mature.</li> <li>• A perceptive discussion of the significance of the issue and its complexity is comprehensively developed.</li> <li>• The context established reflects a thorough and internalized understanding of the issue.</li> </ul>	<p>The exploration of the issue is insightful and mature, for example, “When it is essential that civil rights be constrained, governments must ensure that they do not discriminate against specific groups. Nor is it justifiable to restrict civil rights out of a trepidation that something may happen.” (p. 5)</p> <p>A perceptive discussion of the significance of the issue and its complexity is comprehensively developed, for example, “While solving a crisis as quickly as possible and restricting civil rights in order to accomplish this is certainly understandable and, in fact, may be necessary at times, it does not always justify the restriction of the rights of citizens.” (p. 1)</p>	<b>E</b>
<p><b>Defence of Position</b></p> <ul style="list-style-type: none"> <li>• The defence of position is based on one or more well-considered, convincing, and logical argument(s).</li> <li>• The argument(s) presented are consistent and forceful, demonstrating maturity, insight, and/or originality.</li> <li>• Deliberately and judiciously chosen evidence serves to support the argument(s) developed and the position taken.</li> <li>• A strong relationship between the position, argument(s), and evidence is established and maintained throughout.</li> </ul>	<p>The writer’s position that “Governments should not have the power to restrict civil rights unless there is just cause.” (p. 1) is based on one or more well-considered, convincing, and logical arguments.</p> <p>The arguments presented are consistent and forceful, demonstrating maturity and insight, for example, “The implementation of limitations on civil rights during the FLQ crisis was reasonable because there was genuine threat to national security. The Canadian People understood this and, as such, did not, for the most part, mind the restrictions placed on them.” (p. 2)</p> <p>A strong relationship between the position, arguments, and evidence is established and maintained throughout, for example, “Governments walk a fine line between national security and protecting their own citizens. In the case of the internment of Japanese Canadians, they were unable to keep their balance.” (p. 3)</p>	<b>E</b>

Topic A Example Paper—Excellent (Continued)

<p><b>Quality of Examples</b></p> <ul style="list-style-type: none"> <li>• The example(s) selected are comprehensive and specific, and reveal a mature and insightful understanding of content and its application to the assigned issue.</li> <li>• The example(s) are relevant and accurate, and are chosen deliberately, demonstrating a sophisticated knowledge of social studies content.</li> </ul>	<p>The examples selected are comprehensive and specific, and reveal a mature and insightful understanding of content and its application to the assigned issue, for example, “The American government, and the citizenry too, were afraid that communists would infiltrate the bureaucracy and eventually take over the nation. To this end, Senator Joseph McCarthy (a Republican from Wisconsin) was put in charge of a Senate committee with the task of seeking out suspected communists among American civil servants.” (p. 4)</p> <p>The examples of the October Crisis, Japanese-Canadian internment, and McCarthyism are relevant and accurate, and are chosen deliberately, demonstrating a sophisticated knowledge of social studies content.</p>	<p><b>E</b></p>
<p><b>Quality of Language and Expression</b></p> <ul style="list-style-type: none"> <li>• The writing is mature and skillfully structured.</li> <li>• The writing is ordered and controlled in such a way as to convincingly reinforce the argument(s).</li> <li>• Vocabulary is appropriate and effective.</li> <li>• Syntax is controlled and varied.</li> <li>• The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.</li> </ul>	<p>The writing is mature and skillfully structured, for example, “While the federal government’s reaction to the FLQ crisis was understandable and was supported by the majority of Canadians, the arrest of hundreds of innocent Canadians is hard to reconcile.” (p. 2)</p> <p>Vocabulary such as, “prevent potential calamity” (p. 1), “rescinded” (p. 2), “racial profiling” (p. 3), “Discrimination against certain demographics” (p. 3), and “McCarthyism exacerbated a climate of paranoia” (p. 4) is appropriate and effective.</p> <p>The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.</p>	<p><b>E</b></p>

## *Examples of Students' Writing with Teachers' Commentaries*

Social Studies 30, January 2008

Topic B Essay Assignment Responses

Example Scored Satisfactory (S)

Military forces ~~would~~ are created and trained to protect our sovereignty in times of need. Their job is to provide the people with the sense of security we all find comfort in. By having a military force that is used to attack aggressor nations, the nation planning the invasion may not be so eager after all. It makes them aware that they will now have more pressure on them to stop and their invasion won't be so easy. Positively the use of military

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Topic B Essay Assignment Responses  
Example Scored Satisfactory (S) (continued)

force can stop a small conflict before it escalades into an even bigger one. Negatively the cost to maintain the military force could be high if they are constantly getting involved. We also should be aware that they will not always be able to stop the aggressor and there are chances that they can fail.

~~Trying to make enemy nations cooperate doesn't always work~~

~~~~~~~~~  
Military force should be used against aggressor nations when

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**Social Studies 30, January 2008**  
**Topic B Essay Assignment Responses**  
**Example Scored Satisfactory (S) (continued)**

diplomacy fails. Diplomacy should be the first action towards an aggressor, but a military force should also exist to back it up. Trying to make enemy nations cooperate doesn't always work. After the approach of diplomacy fails, military forces need to be ready to take action. Having a military force can scare the aggressor nation and cause them to back down. Having a military force expresses to the aggressor nation that it's now a serious issue.

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Topic B Essay Assignment Responses  
Example Scored Satisfactory (S) (continued)

and they can't just do what they want.

The Manchuria Crisis shows us that <sup>the</sup> military needs to take action when the aggressor doesn't listen. Japan invaded Manchuria to possess the land that held minerals essential for economic growth. The League of Nations did not agree with this action so they issued them to stop. Japan <sup>continued,</sup> ~~continued~~ the invasion and <sup>succeeded</sup> ~~succeeded~~ in the take-over. This was a major failure by the League of Nations

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**Social Studies 30, January 2008**  
**Topic B Essay Assignment Responses**  
**Example Scored Satisfactory (S) (continued)**

because there was no military force pressuring Japan to stop. The nations who were<sup>9</sup> part of the League were too protective of their sovereignty so no serious action was taken.

An example that shows the success of military force is the Korean War. North Korea and South Korea were separated by the 38<sup>th</sup> Parallel. When North Korea invaded South Korea they initiated a big conflict. The United Nations stepped in and realized that they were not going to cooperate so they

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Social Studies 30, January 2008  
Topic B Essay Assignment Responses  
Example Scored Satisfactory (S) (continued)

Sent in a peacemaking mission.  
Eventually with the help of military  
force they were able to force the  
North Koreans back over the 38<sup>th</sup>  
Parallel and keep the opposing  
sides separate.

As we look back on events that  
have happened in history it is quite  
common for people to fear war. We  
find comfort in the ideas of peace  
and cooperation, but in reality it  
doesn't always work. Types of  
diplomacy should always be tried  
but a military force must exist

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**Social Studies 30, January 2008**  
**Topic B Essay Assignment Responses**  
**Example Scored Satisfactory (S) *(continued)***

to protect us when aggressor  
nations don't cooperate. Conflict is  
something that will never disappear,  
but we must continue on finding  
ways to control it.

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**Social Studies 30 January 2008**  
**Topic B**

**EXAMPLE PAPER—Satisfactory**

| SCORING CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | SCORE           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <p><b>Exploration of the Issue</b></p> <ul style="list-style-type: none"> <li>• The exploration of the issue is straightforward and conventional.</li> <li>• An adequate but often generalized discussion of the significance of the issue and its complexity is developed.</li> <li>• The context established reflects a generally clear understanding of the issue.</li> </ul>                                                                                                 | <p>The exploration of the issue is straightforward and conventional, for example, “By having a military force that is used to attack aggressor nations, the nation planning the invasion may not be so eager after all. It makes them aware that they will now have more pressure on them to stop and their invasion won’t be so easy.” (p. 1)</p> <p>The context established reflects a generally clear understanding of the issue, for example, “Positively the use of military force can stop a small conflict before it escalates into an even bigger one. Negatively the cost to maintain the military force could be high if they are constantly getting involved.” (p. 1–2)</p> | <p><b>S</b></p> |
| <p><b>Defence of Position</b></p> <ul style="list-style-type: none"> <li>• The defence of position is based on one or more adequate arguments.</li> <li>• Although the argument(s) are generally sound, they may be lacking in persuasiveness and consistency.</li> <li>• The evidence chosen adequately supports the argument(s) given and the position taken.</li> <li>• The relationship between the position, argument(s), and evidence is generally established.</li> </ul> | <p>The writer’s position that “Military force should be used against aggressor nations when diplomacy fails.” (p. 2–3) is based on the adequate argument that “Having a military force can scare the aggressor nation and cause them to back down.” (p. 3)</p> <p>The relationship between the position, argument, and evidence is generally established, for example, “As we look back on events that have happened in history it is quite common for people to fear war. We find comfort in the ideas of peace and cooperation, but in reality it doesn’t always work.” (p. 6)</p>                                                                                                   | <p><b>S</b></p> |

Topic B Example Paper—Satisfactory (Continued)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <p><b>Quality of Examples</b></p> <ul style="list-style-type: none"> <li>• The examples selected reveal an adequate understanding of content and its application to the assigned issue.</li> <li>• The examples are relevant but may contain some minor conceptual errors, or there may be a mixture of relevant and extraneous information.</li> <li>• Understanding of social studies content is generalized rather than specific.</li> </ul> | <p>The examples selected reveal an adequate understanding of the content and its application to the assigned issue, for example, “Japan invaded Manchuria to possess the land that held minerals essential for economic growth. The League of Nations did not agree with this action so they issued them to stop. Japan continued the invasion and succeeded in the take-over.” (p. 4)</p> <p>Understanding of social studies content is generalized rather than specific as demonstrated in the writer’s discussion of the League of Nations response to the Manchurian Crisis and the Korean conflict.</p> | <p><b>S</b></p> |
| <p><b>Quality of Language and Expression</b></p> <ul style="list-style-type: none"> <li>• The writing is clear.</li> <li>• The writing is ordered in such a way that the arguments are generally identifiable.</li> <li>• Vocabulary is adequate but tends to be general rather than specific.</li> <li>• Syntax is generally straightforward.</li> <li>• Despite minor errors, the writer maintains control of conventions.</li> </ul>         | <p>The writing is clear, for example, “Having a military force expresses to the aggressor nation that it’s now a serious issue and they can’t just do what they want.” (p. 3–4)</p> <p>Syntax is generally straightforward, for example, “After the approach of diplomacy fails, military forces need to be ready to take action.” (p. 3)</p>                                                                                                                                                                                                                                                                | <p><b>S</b></p> |

## *Examples of Students' Writing with Teachers' Commentaries*

**Social Studies 30, January 2008**

**Topic B Essay Assignment Responses**

**Example Scored Proficient (Pf)**

Throughout human history there have been countless conflicts between nations. Often these conflicts have been ended through the use of force. Many of the conflicts that have occurred in the past century have been dealt with in a number of ways. There are numerous viewpoints that differ from one another on how a conflict should be resolved. Every viewpoint has benefits as well as negative aspects to them. Many people believe that it is necessary for the international community to deal with aggressor nations through the use of force, thus ending the conflict before there is any chance of it growing. This has been the case many times throughout history. Often this has effectively ended war between nations however the cost to the nations involved has been tremendous. Though this option is not always the most inviting it is frequently necessary to resolve disputes. On the opposite end of the spectrum people believe that the use of force is never positive or necessary in the resolve of an issue. They feel that the international community would be more effective through the use of diplomacy to deter an aggressor nation from making war on other nations. This ideal has been shown to have the most positive outcomes throughout the Cold War. However in past events the lack of immediate action against an aggressor state has proven to cause much more harm than it has been able to stop. Many nations often have policies that use a mix of aspect from both extremes of this issue. The events of history have shown that the use of force is necessary only if an aggressor state is posing an immediate threat.

It is often the first response of a nation to go to war over a potential conflict or to use more force than is necessary to end a conflict. Though force may be necessary to a certain extent to restore order, the over usage of force can often lead to a greater conflict. For example the Korean War. The use of force in this instance was in no doubt needed

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**Social Studies 30, January 2008**  
**Topic B Essay Assignment Responses**  
**Example Scored Proficient (Pf) *(continued)***

however the further use of this force caused for a major conflict. Once the United Nations forces began to push past the 38<sup>th</sup> parallel the military presence in this area began to threaten China. Thus drawing China into this conflict. This left the United Nations forces fighting in a much larger war, which in the end left them with none of the gains won through the additional use of force. Also much of the support from U.N. nations at this point was lost. Because the North Koreans were no longer the aggressors the U.N. was unable to rightfully support the war. This example shows that the use of force past that which is necessary only worked to cause negative outcomes.

Though the use of force has been seen to have negative effects in the outcome of a situation there are times when the use of force is a necessity. Times such as these are examples of when an aggressive nation is posing a threat that can not be stopped without the use of force. For example the Korean War was a highly aggressive move made by the Soviet backed North Korean government. Immediate United Nations response was necessary in order to save South Korea, and still the U.N. was nearly too late to resolve the issue before it was over. It is in cases such as this that the use of force is the best option for a nation or the international community to take in order to reach a positive solution. A further example of the need for force is before the beginning of World War II. The allied nations' acts of appeasement did not work to deter Hitler from taking Germany to war. In a case like this though a non-aggressive agreement would be preferable, the fact that Hitler continued to make aggressive moves throughout the many attempts made by the allied forces shows that the use of force should have been used in order to prevent a larger conflict from taking place due to the lack of action. Cases such as these often help to lessen the amount of damage through the use of force rather than increasing it.

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**Social Studies 30, January 2008**  
**Topic B Essay Assignment Responses**  
**Example Scored Proficient (Pf) *(continued)***

Many times throughout the course of the Cold War conflicts were peacefully solved by the use of diplomacy. The Cold War is a major example of the necessity of nations to withhold on the use of force against one another. In numerous events during the Cold War the use of force would have caused the beginning of a major world war between the Soviet Union and the Western World. The Berlin Blockade can be considered one such event which the use of force could have possibly ignited a war. The Soviet's attempt to remove the Western influence in Berlin could be viewed as an aggressive move. Though the Western powers and the Soviet Union did not settle this dispute through the use of diplomacy, the west was able to derive a peaceful alternative to war. The result of this alternative was the end of the Soviet Blockade to West Berlin without an aggressive conflict. The restraint on the force in this example shows clearly that a peaceful outcome is possible without the use of force. Also this shows the contrast between the cost to a nation in a war and the cost to a nation that restrained from the use of force.

A major example that furthers the idea that force not always necessary is the Cuban Missile Crisis in 1962. The Americans and Soviets at this time were engaged in brinkmanship and tensions between the two nations were at their peak of the Cold War. The aggressive move made by the Soviets to place medium range missiles on the Cuban coastline caused tensions to be at such a high level. The world was at the very edge of war. Had either of the two superpowers attempted to have the first strike on the other the world would have been engaged in the third world war. However both sides of this conflict were able to restrain the use of force. The agreement of both sides to remove the Soviet missiles in Cuba, and the United States missiles in Turkey allowed for both

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**Social Studies 30, January 2008**  
**Topic B Essay Assignment Responses**  
**Example Scored Proficient (Pf) *(continued)***

nations to back down from this conflict without losing face in the world community. This display of both nations' willingness to co-operate in order to prevent a major war was the beginning of many agreements and talks that limit and reduce military arms of nations. These talks eventually led to the end of the Cold War and helped to shape the world community today. It also caused communications between these two nations to improve greatly. This shows that the use of diplomacy over force had major positive effects in the Cold War as well as the world community. It not only prevented a war but helped to lessen the chance of such a war from ever occurring, as well as improving relations between the two world superpowers and other nations in the world.

The many events of the past century have helped to show that though the use of force is sometimes necessary it is better for conflicts between nations to be settled through peaceful means. It is often said that the need to fight is in human nature and is the cause for all wars and conflict. However humans also have the capacity to reason and restrain themselves. It is when this happens that nations are able to reach peaceful agreements that better relations among themselves and the international community.

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**Social Studies 30 January 2008**  
**Topic B**

**EXAMPLE PAPER—Proficient**

| <b>SCORING CRITERIA</b>                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>RATIONALE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>SCORE</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <p><b>Exploration of the Issue</b></p> <ul style="list-style-type: none"> <li>• The exploration of the issue is clear and adept.</li> <li>• A competent discussion of the significance of the issue and its complexity is capably developed.</li> <li>• The context established reflects a sound understanding of the issue.</li> </ul>                                                                                                        | <p>The exploration of the issue is clear and adept as the writer explores both the use of force against aggressor nations and the results of diplomatic action, for example, “Often this has effectively ended war between nations however the cost to the nations involved has been tremendous.” (p. 1) and “However in past events the lack of immediate action against an aggressor state has proven to cause much more harm than it has been able to stop.” (p. 1)</p> <p>The context established reflects a sound understanding of the issue, for example, “It is often said that the need to fight is in human nature and is the cause for all wars and conflict. However humans also have the capacity to reason and restrain themselves.” (p. 4)</p> | <b>Pf</b>    |
| <p><b>Defence of Position</b></p> <ul style="list-style-type: none"> <li>• The defence of position is based on one or more sound arguments.</li> <li>• The arguments presented are logical and competently developed.</li> <li>• The evidence chosen is appropriate and serves to support the arguments given and the position taken.</li> <li>• A clear relationship is established between the position, arguments, and evidence.</li> </ul> | <p>The writer’s position that “The events of history have shown that the use of force is necessary only if an aggressor state is posing an immediate threat.” (p. 1) is based on one or more sound arguments.</p> <p>The arguments presented “Though force may be necessary to a certain extent to restore order, the over usage of force can often lead to a greater conflict.” (p. 1) and “Times such as these are examples of when an aggressive nation is posing a threat that can not be stopped without the use of force.” (p. 2) are logical and competently developed.</p> <p>A clear relationship is established between the position, arguments, and evidence.</p>                                                                                 | <b>Pf</b>    |

Topic B Example Paper—Proficient (Continued)

|                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <p><b>Quality of Examples</b></p> <ul style="list-style-type: none"> <li>• The examples selected are purposeful and usually specific, and reveal a competent understanding of content and its application to the assigned issue.</li> <li>• The examples are relevant and accurate, indicating a solid grasp of social studies content.</li> </ul>                                    | <p>The examples selected are purposeful and usually specific, and reveal a competent understanding of social studies content and its application to the assigned issue, for example, “In numerous events during the Cold War the use of force would have caused the beginning of a major world war between the Soviet Union and the Western World. The Berlin Blockade can be considered one such event which the use of force could have possibly ignited a war.” (p. 3)</p> <p>The examples of United Nations’ action in Korea, the failure of appeasement prior to the Second World War, and the Cuban Missile Crisis are relevant and accurate, indicating a solid grasp of social studies content.</p> | <p><b>Pf</b></p> |
| <p><b>Quality of Language and Expression</b></p> <ul style="list-style-type: none"> <li>• The writing is clear and fluent.</li> <li>• The writing is ordered in such a way that arguments are clearly discernible.</li> <li>• Vocabulary is appropriate and specific.</li> <li>• Syntax is controlled.</li> <li>• Minor errors do not reduce the clarity of communication.</li> </ul> | <p>The writing is clear and fluent, for example, “However both sides of this conflict were able to restrain the use of force. The agreement of both sides to remove the Soviet missiles in Cuba, and the United States missiles in Turkey allowed for both nations to back down from this conflict without losing face in the world community.” (p. 3–4)</p> <p>Syntax is controlled, for example, “Many people believe that it is necessary for the international community to deal with aggressor nations through the use of force, thus ending the conflict before there is any chance of it growing.” (p. 1)</p> <p>Minor errors do not reduce the clarity of communication.</p>                        | <p><b>Pf</b></p> |

## *Examples of Students' Writing with Teachers' Commentaries*

**Social Studies 30, January 2008**  
**Topic B Essay Assignment Responses**  
**Example Scored Excellent (E)**

The ability of a statesman to know when to bluff, when to retreat, or when to throw all diplomacy to the wind and attack, is an art. For one thing, he or she must understand the motives and tactics of their opponent. They need to know if they are dealing with an aggressive nation hungry for the resources they lack, or an aggressive nation hungry for a racially pure homeland. A leader must also know the values and capabilities of their own countries. Asking people to sacrifice their sons and daughters to a greater cause is a difficult thing. In a gentler world, this type of action would not be necessary. A system of collective security, like Woodrow Wilson imagined at the end of the "war to end all wars" would be able to parent the world, solving all conflicts with carefully meted out diplomacy. In the real world, this is not the case. Sometimes megalomaniacs rise to power or nationalist fervor boils over borders. It is these types of situations involving aggressor nations that force leaders to make tough decisions. Diplomacy may save lives, but it can be slow and expensive. Or worse, it can prove ineffective and cause the deaths of people that could have been save by military intervention. And while intervention can be quick and decisive, it is a choice that always condemns people to die. Choosing a course of action often means walking a moral tightrope whether either situation will cause many to die. The best that a leader can hope for is to minimize the inevitable. Military force should be used against aggressor nations when the loss of life if no intervention occurs threatens to be greater than the loss of life that will be caused by military intervention.

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**Social Studies 30, January 2008**  
**Topic B Essay Assignment Responses**  
**Example Scored Excellent (E) *(continued)***

This equation was put into play during World War Two when the allied leaders were presented with Hitler's unquenchable thirst for German expansion. The Allies first course of action was to turn to diplomacy in hopes a peaceful resolution. Under their policy of appeasement they allowed Hitler his Anschluss as well as the remilitarization of the Rhineland. In a desperate attempt to prevent another major war, they served him their former ally Czechoslovakia in the Munich Agreements. Yet Hitler was still not satisfied and moved quickly to invade Poland. The Allies then realized diplomacy had failed. They had misread Hitler, whose motives were complicated and could not placated through diplomacy. He had conventional desires like land and lebenstraum for the German people, but he also had an irrational side to him that led to the extermination of millions of Jews in concentration camps. Hitler was not a leader who could be turned back with trade embargoes. The Allies realized that if they did not face him with force, he would continue this pattern of invasion until he conquered Europe. The futile deaths that would be caused as each country tried to defend themselves from invasion made a clear case for the Allies banding together and declaring war.

Admittedly, preventing a further loss of life was not the only reason the Allies entered the war. Ideologically, Britain and many other allied countries opposed the concept of fascism and didn't want to allow Germany the kind of economic might it would attain from conquering the continent. The Allies also did not use the idea of saving lives as their sole guiding force throughout the war. They made many harrowing decisions that illustrate the moral dilemmas leaders face when trying to win a war. There were the civilian bombing campaigns on German cities like Dresden, and the fact that even after evidence of concentration camps came to their attention, they did not bomb the

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**Social Studies 30, January 2008**  
**Topic B Essay Assignment Responses**  
**Example Scored Excellent (E) *(continued)***

railway lines leading to the death camps. Perhaps the biggest controversy of all was the use of nuclear bombs. Arguably it saved American and Japanese lives by preventing a long drawn out war in Japan. However, hundreds of thousands of Japanese were killed. In this situation, there was no way of knowing which side would prove less fatal. Comparing deaths by scenario and speculation will occasionally lead to error. There will always be a moral tightrope to balance across while facing these decisions. However, despite events like Hiroshima and Dresden, by facing Hitler with force the Allies ultimately saved more lives than if they had stood aside and continued a policy of appeasement.

In other situations, unlike World War Two, it is clear that taking diplomatic action against an aggressor nation is the way to save lives. This type of situation was seen during the inter-war years when Italy invaded Abyssinia, modern day Ethiopia. Unlike in Germany, genocide of a race was not threatening. Italy was looking for the prestige of colonial power and the economic boost of having colonies to exploit. The time needed to negotiate was available. The agent of collective security at that time was the League of Nations, who quickly tried to impose a diplomatic solution after the disaster that was the Manchurian invasion. However, Britain and France were keen to tiptoe around Italy in order not to push a Rome-Berlin axis. They chose to place embargoes on goods that Italy had a large supply of. Essentials like fuel were not blocked. As a result, Italy's punishment was highly ineffective and they entered into an alliance with Germany anyways. The League had inadvertently sent a message to aggressor nations throughout Europe that it was *not* a force to be reckoned with. However, it was the failure of weak diplomacy in this situation, not the lack of military force that was the problem. Many

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**Social Studies 30, January 2008**  
**Topic B Essay Assignment Responses**  
**Example Scored Excellent (E) *(continued)***

modern historians now concur that the most effective action would have been for the League to close the Suez Canal to all Italian traffic. At the time Britain would not consider closing the canal due to its own major shipping interests. Had a harder line of diplomacy been taken with Italy, it could have been successfully turned back from its aggressive course with out any major loss of life. As it was, the League avoided fatalities by choosing diplomacy over war with Italy, however their final objective of actually removing Italy from Abyssinia was not accomplished.

The idea of balancing the lives lost through intervention and the lives loss through diplomacy and noninvolvement appear today in Iraq. At the time, the main reason for the American invasion was said to be the presence of weapons of mass destruction (WMDs) in the hands of a dangerous dictator, Saddam Hussein. Once again, the consequences of pushing diplomacy had to be compared to the consequences of intervening. While the UN felt the diplomatic course was correct, America (backed by a few other countries, including England) chose to invade. Currently, no WMDs have been found. If, however, the Americans had solid intelligence at the time of the invasion that the Iraqis possessed WMD and were intending to use them, or selling them to groups or nations that did, then there would be a valid argument that an invasion would be saving lives. Due the conflicting reports about what actually happened, it is now difficult to tell whether the Americans made a mistake or purposely chose WMDs as a cover story for their invasion. If the invasion was a mistake, it illustrates that when deciding which course of action will save more lives, leaders will invariably make mistakes. Thousands of Iraqi's have died, while no evidence of their capability of killing thousands has emerged. If the WMDs were used as a cover story former and the Americans went into Iraq for different reasons,

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**Social Studies 30, January 2008**  
**Topic B Essay Assignment Responses**  
**Example Scored Excellent (E) *(continued)***

like securing their oil interests in the region it turns the tables. America would be then have to be placed in the spot of the aggressor nation. How the world chooses to react to them, whether with diplomacy or force, becomes the issue. Due to America's military prowess, the wisest course is most likely diplomacy.

Applying mathematical equations to the loss of human life is crude at best. Sorrow is not a calculable thing. However, violent conflict exists in our world and millions do die. Sometimes the choice is between seven hundred thousand people dying and five hundred thousand people dying. The only thing that can be said is that choosing the five hundred thousand will spare two hundred thousand others. This type of analysis is seen in situations like World War Two, where the Allies killed many people but ultimately saved more. Other times, such as the Italian invasion of Abyssinia, it is clear that force would cause unnecessary death and that diplomacy should take precedence. However, as the League of Nations learned, it is important to utilize effective diplomacy that has real consequences for the nation it is directed at. Finally, there will invariably be situations where it is not clear whether diplomacy or force would have saved more lives. The current Iraq War is seems to be such a situation, although whether it was a terrible mistake or a deliberate invasion is still unclear. Yet the fact that there will be mistakes should not prevent leaders from trying to make the best decision they can in the moment. It should also provide a reason for citizens in democratic countries to vote for the strong leaders that they trust to walk that line of diplomacy versus force.

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**Social Studies 30 January 2008**  
**Topic B**

**EXAMPLE PAPER—Excellent**

| SCORING CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | SCORE    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p><b>Exploration of the Issue</b></p> <ul style="list-style-type: none"> <li>• The exploration of the issue is insightful and mature.</li> <li>• A perceptive discussion of the significance of the issue and of its complexity is comprehensively developed.</li> <li>• The context established reflects a thorough and internalized understanding of the issue.</li> </ul>                                                                                                                                                                                     | <p>The exploration of the issue is insightful and mature, for example, “Choosing a course of action often means walking a moral tightrope whether either situation will cause many to die. The best that a leader can hope for is to minimize the inevitable.” (p. 1)</p> <p>A perceptive discussion of the significance of the issue and its complexity is comprehensively developed, for example, “Diplomacy may save lives, but it can be slow and expensive. Or worse, it can prove ineffective and can cause the deaths of people that could have been save by military intervention.” (p. 1)</p>                                                                                                                                                                                                                                                                                | <b>E</b> |
| <p><b>Defence of Position</b></p> <ul style="list-style-type: none"> <li>• The defence of position is based on one or more well-considered, convincing, and logical arguments.</li> <li>• The arguments presented are consistent and forceful, demonstrating maturity, insight, and/or originality.</li> <li>• Deliberately and judiciously chosen evidence serves to support the arguments developed and the position taken.</li> <li>• A strong relationship between the position, arguments, and evidence is established and maintained throughout.</li> </ul> | <p>The writer’s position that “Military force should be used against aggressor nations when the loss of life if no intervention occurs threatens to be greater than the loss of life that will be caused by military intervention.” (p. 1) is based on one or more well-considered, convincing, and logical arguments.</p> <p>The arguments presented are consistent and forceful, demonstrating maturity, insight, and/or originality, for example, “However, despite events like Hiroshima and Dresden, by facing Hitler with force the Allies ultimately saved more lives than if they had stood aside and continued a policy of appeasement.” (p. 3)</p> <p>Deliberately and judiciously chosen evidence such as the League of Nations, Munich Agreement, Second World War, and the current conflict in Iraq serve to support the arguments developed and the position taken.</p> | <b>E</b> |

Topic B Example Paper—Excellent (Continued)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <p><b>Quality of Examples</b></p> <ul style="list-style-type: none"> <li>• The examples selected are comprehensive and specific, and reveal a mature and insightful understanding of content and its application to the assigned issue.</li> <li>• The examples are relevant and accurate, and are chosen deliberately, demonstrating a sophisticated knowledge of social studies content.</li> </ul>                                                                                                                                | <p>The examples selected are comprehensive and specific, and reveal a mature and insightful understanding of the content and its application to the assigned issue, for example, “Under their policy of appeasement they allowed Hitler his Anschluss as well as the remilitarization of the Rhineland. In a desperate attempt to prevent another major war, they served him their former ally Czechoslovakia in the Munich Agreements.” (p. 2)</p> <p>The examples are relevant and accurate and are chosen deliberately, demonstrating a sophisticated knowledge of social studies content, for example, “The agent of collective security at the time was the League of Nations, who quickly tried to impose a diplomatic solution after the disaster that was the Manchurian invasion. However, Britain and France were keen to tiptoe around Italy in order not to push a Rome-Berlin axis.” (p. 3)</p> | <p><b>E</b></p> |
| <p><b>Quality of Language and Expression</b></p> <ul style="list-style-type: none"> <li>• The writing is mature and skillfully structured.</li> <li>• The writing is ordered and controlled in such a way as to convincingly reinforce the arguments.</li> <li>• Vocabulary is appropriate and effective.</li> <li>• Syntax is controlled and varied.</li> <li>• The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.</li> </ul> | <p>The writing is mature and skillfully structured, for example, “The ability of a statesman to know when to bluff, when to retreat, or when to throw all diplomacy to the wind and attack, is an art.” (p. 1)</p> <p>The writing is ordered and controlled in such a way as to convincingly reinforce the arguments, for example, “The League had inadvertently sent a message to aggressor nations throughout Europe that it was <i>not</i> a force to be reckoned with.” (p. 3)</p> <p>Vocabulary such as “meted” (p. 1), “megalomaniacs” (p. 1), “nationalist fervor” (p. 1), and placated” (p. 2) is appropriate and effective.</p> <p>The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.</p>                                                                                                     | <p><b>E</b></p> |

Scoring Categories  
and Criteria for  
Social Studies 30 Part A:  
Written Response 2008

## Scoring Criteria

### Exploration of the Issue (5 marks)

When marking *Exploration of the Issue*, markers should consider how effectively the student has

- explored the issue
- developed the issue (breadth and depth)
- understood the issue

Note: Students may explore the issue in one portion of their essay, or the exploration may be embedded throughout.

**E**     **Excellent:** The exploration of the issue is insightful and mature. A perceptive discussion of the significance of the issue and its complexity is comprehensively developed. The context established reflects a thorough and internalized understanding of the issue.

**Pf**    **Proficient:** The exploration of the issue is clear and adept. A competent discussion of the significance of the issue and its complexity is capably developed. The context established reflects a sound understanding of the issue.

**S**     **Satisfactory:** The exploration of the issue is straightforward and conventional. An adequate but often generalized discussion of the significance of the issue and its complexity is developed. The context established reflects a generally clear understanding of the issue.

**L**     **Limited:** The exploration of the issue is incomplete or lacks depth. The discussion of the significance of the issue and its complexity is superficial and lacks development. The context established may be difficult to discern, indicating a vague or confused understanding of the issue.

**P**     **Poor:** There is minimal exploration of the issue. Discussion of the significance of the issue and its complexity is disjointed, inaccurate, or vague. The context established is difficult or impossible to determine, indicating a minimal understanding of the issue. The preamble to the assignment has been copied without elaboration.

**INSUFFICIENT** is a special category. **It is not an indicator of quality.** It should be assigned to papers that do not contain a discernible attempt to address the task presented in the assignment or papers that are too brief to assess in any scoring category.

**Scoring Categories  
and Criteria for  
Social Studies 30 Part A:  
Written Response 2008**  
(continued)

**Defence of Position (10 marks)**

When marking *Defence of Position*, the markers should consider how effectively the student's position

- is based on well-considered arguments
- is consistently and maturely argued
- is supported by evidence
- shows a strong relationship with the evidence

- E** **Excellent:** The defence of position is based on one or more well-considered, convincing, and logical argument(s). The arguments presented are consistent and forceful, demonstrating maturity, insight, and/or originality. Deliberately and judiciously chosen evidence serves to support the argument(s) developed and the position taken. A strong relationship between the position, argument(s), and evidence is established and maintained throughout.
- Pf** **Proficient:** The defence of position is based on one or more sound arguments. The argument(s) presented are logical and competently developed. The evidence chosen is appropriate and serves to support the argument(s) given and the position taken. A clear relationship is established between the position, argument(s), and evidence.
- S** **Satisfactory:** The defence of position is based on one or more adequate arguments. Although the arguments are generally sound, they may be lacking in persuasiveness and consistency. The evidence chosen adequately supports the arguments given and the position taken. The relationship between the position, arguments, and evidence is generally established.
- L** **Limited:** The defence of position is based on simple assertions rather than on the development of supportive ideas or argument(s). If arguments are presented, they are of questionable logic or are repetitive, unspecific, contradictory, simplistic, or based on uninformed belief. The evidence chosen may be related to the issue under discussion but may be largely unrelated to any arguments made or to the position taken. The relationship between position, argument(s), and evidence may be difficult to determine.
- P** **Poor:** The position taken is hard to determine and/or little or no attempt is made to defend it. The student may have so misinterpreted the issue that the argument(s) and evidence presented are related to the position taken but are largely unrelated to the issue under discussion. The evidence chosen may be inappropriately applied to the development of any supporting argument(s) or to the position taken.

**Scoring Categories  
and Criteria for  
Social Studies 30 Part A:  
Written Response 2008**  
(continued)

**Quality of Examples (10 marks )**

When marking *Quality of Examples*, the markers should consider how effectively the student has used examples that are

- relevant and accurate
- comprehensive

Note: Examples from social studies content may be theoretical, historical, and/or contemporary, and may be drawn from the study of Canada and/or other nations. Students are encouraged to refer to current events when appropriate. Students may choose to survey a variety of examples or to focus on a more in-depth discussion of one or several examples.

- E**     **Excellent:** The example(s) selected are comprehensive and specific, and reveal a mature and insightful understanding of content and its application to the assigned issue. The example(s) are relevant and accurate, and are chosen deliberately, demonstrating a sophisticated knowledge of social studies content.
- Pf**    **Proficient:** The example(s) selected are purposeful and usually specific, and reveal a competent understanding of content and its application to the assigned issue. The example(s) are relevant and accurate, indicating a solid grasp of social studies content.
- S**     **Satisfactory:** The example(s) selected reveal an adequate understanding of content and its application to the assigned issue. The example(s) are relevant but may contain some minor conceptual errors, or there may be a mixture of relevant and extraneous information. Understanding of social studies content is generalized rather than specific.
- L**     **Limited:** The example(s) selected are unfocused or inappropriate, and reveal a limited understanding of content and its application to the assigned issue. The example(s) are potentially relevant but contain inaccuracies, extraneous detail, and/or are incompletely developed. Understanding of social studies content demonstrates confusion or oversimplification.
- P**     **Poor:** The example(s) selected are either irrelevant or so scant, overgeneralized, or inaccurate that they indicate a poor or almost complete lack of understanding of content and its application to the assigned issue. The example(s) contain major and revealing errors. The issue has been so misunderstood that the selected example(s) are largely inappropriate for the issue under discussion.

**Scoring Categories  
and Criteria for  
Social Studies 30 Part A:  
Written Response 2008**  
(continued)

**Quality of Language and Expression (5 marks)**

When marking *Quality of Language and Expression*, the markers should consider the student's

- clarity and fluency
- use of vocabulary
- control of syntax
- control of conventions

Note: When marking this dimension, markers should consider the effectiveness of the total impression created by the student. Proportion of error to the complexity and length of the response must be considered.

- E**     **Excellent:** The writing is mature and skillfully structured. The writing is ordered and controlled in such a way as to convincingly reinforce the argument(s). Vocabulary is appropriate and effective. Syntax is controlled and varied. The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.
- Pf**    **Proficient:** The writing is clear and fluent. The writing is ordered in such a way that the argument(s) are clearly discernible. Vocabulary is appropriate and specific. Syntax is controlled. Minor errors do not reduce the clarity of communication.
- S**     **Satisfactory:** The writing is clear. The writing is ordered in such a way that the argument(s) are generally identifiable. Vocabulary is adequate but tends to be general rather than specific. Syntax is generally straightforward. Despite minor errors, the writer maintains control of conventions.
- L**     **Limited:** The writing lacks clarity and is ineffective. The writing is ordered in such a way that the argument(s) are contradictory or redundant. Vocabulary is inappropriate and/or imprecise. Syntax is awkward. Errors indicate a lack of control of conventions.
- P**     **Poor:** The writing is frequently unclear. The writing is disorganized and leaves in doubt the student's intent. Vocabulary is inaccurate and/or imprecise. Syntax is uncontrolled and confuses the reader. Errors impede communication.